

Transform It!

by Victoria St John



Overview

This book looks at some of the items that can be made from recycled glass, paper, plastic, and aluminum. Interesting photographs and lively text create many opportunities for discussion. (Big idea: People need to recycle things instead of throwing them away.)

Suggested purposes

This book supports the following **comprehension strategies**:

- understanding the author's purpose **AP**
- summarising the main ideas. **SUM**

It supports the following **non-fiction strategies**:

- using photographs to get information
- using headings that grab the reader's attention
- using captions that give interesting facts
- using a contents page
- using flowcharts to describe a process
- using a glossary (boldface type)
- using an index.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *again, landfills, recycle, resources, rubbish*
- Content words – *aluminium, artists, beads, boat, bottles, can, cardboard, chairs, clothes, gift wrap, glass, jars, newspapers, paper, plastic, products, road, tables, treasure, trees, windscreen*
- High-frequency words – *about, again, around, because, before, each, find, first, into, long, look, many, next, other, think, use*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (recycling), which expands on pages 14 and 15 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - contents page and index
 - questions as headings
 - photographs
 - flowcharts
 - captions
 - glossary (boldface type)
 - labels
- Word study:
 - initial consonant blends – “tr-”, “sp-”, “pr-”, “gl-”, “str-”, “cr-”, “st-”, “fr-”, “pl-”, “cl-”, “br-”
 - final consonant digraphs – “-sh”, “-th”
 - word beginning “re” – *recycle, resources*
 - digraph sounds – “sh”, “th”, “ch”, “thr”
 - contractions – *it's, don't, let's*
 - procedural words – *first, next, then, now, finally*
 - compound words – *landfill, windscreen, everywhere, newspaper, cardboard, skateboards*
- Question marks
- Exclamation marks



Setting the scene

If you have already introduced the topic using the whole-class introduction and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 14 and 15 of the anchor book.

Discuss recycling.

- *What is recycling?*
- *Why is it important to recycle?*
- *What happens when we don't recycle?*

ELL support

It's important to encourage ELL students to expand on their answers when participating in classroom discussions. Teachers can support this by using a variety of questioning techniques, such as "Tell me more," "What do you mean by ...?", and "What else ...?"

Introducing the book

Front cover – Discuss the photograph. *What does the photograph show? What do the yellow markings mean?* Read aloud the title. *How does the title help you understand the photograph? Discuss "transform". Transform means "change." What has the broken glass been transformed into?*

Back cover – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

Using the flap – Read aloud the text on the flap. Help the students to identify materials that can be recycled. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. *What does it show?* Discuss recycling bins.

The first reading

AP

Page 2 – Discuss the contents page. *Which heading grabs your attention? Why?* (**Understanding the author's purpose**) Read aloud the headings. *Why do you think the author wrote this book? What information will she give us? Which headings are catchy? How do they make you want to read the book?*

Page 3 – Discuss the photograph. Encourage the students to think about whether the photo shows rubbish or treasure.

Page 4 – Discuss the photograph. *What does "transform" mean?* Explain that the words in boldface type are important to the topic and are defined in the glossary. Have the students look up "transformed" in the glossary. *What are the father and daughter doing? Why don't the cans have labels? What new things might the author mean?*

Page 5 – Discuss the photograph. Have the students look up "environment" and "landfills" in the glossary.

Page 6 – Discuss the photograph. Ask the students to point to the recycling logo. *Where have you seen this before?* Explain that this is an internationally recognised symbol. It means that something is recyclable.

AP

Page 7 – *What does "glass is forever" mean?* Have the students share their thinking with a partner.

Page 8 – (**Understanding the author's purpose**) *What does the flowchart "Driving on Glass" tell us?* (the process of using glass to make road surfaces) *Why has the author explained it this way?* (to summarise the main ideas and to illustrate the process) *Which words explain that this is a process?* (first, next, then, now) AP

Page 9 – (**Understanding the author's purpose**) Ask the students to think about the photograph. *What does it tell you? How does the caption help you understand the author's purpose?* (helps us to consider all the possibilities of recycling) AP

Page 10 – Have the students read the text and look at the pictures. *Why do you think the test tubes are labelled but not the necklace? What is the purpose of the "Did You Know?" box?* Explain that captions are common in non-fiction texts and that they often highlight interesting information to capture the readers' attention.

Page 11 – *What does the author mean by "Paper, Paper, Everywhere"?* *What does the illustration show?*

Page 12 – (**Summarising the main ideas**) *What is the girl doing?* Encourage the students to share their experiences of recycling paper. SUM

Page 13 – *What do you notice about the recycled cardboard?* (looks thick, soft, spongy) *Why might this be good for egg cartons?*

SUM **Page 14 – (Summarizing the main ideas)** Ask the students to summarise the paragraph. Encourage them to think of the process as a flowchart (recycled office paper > gift wrap > recycled gift wrap > new gift wrap).

AP **Page 15 – (Understanding the author’s purpose)** Read aloud the heading. *Why might the author have called this section “Amazing Aluminium”?*

SUM **Pages 16, 17, and 18 – (Summarising the main ideas)** Discuss the photograph on page 16. *Where was it taken? What is the man doing? Which sentence suggests we will find out more about aluminium? (“Let’s find out how we can transform it!”)* Explain that it suggests that the author and the reader will find out together. Encourage the students to predict what aluminium cans can be transformed into. List their ideas on the board. *Are there any surprises?*

AP **Pages 19, 20, and 21 – (Understanding the author’s purpose)** Discuss the heading on page 19. *What is the author asking you to think about?* Point out the yellow arrow. Explain that it shows a connection between two unlikely objects. Encourage the students to imagine how a plastic bottle could be transformed into clothing.

SUM **(Summarising the main ideas)** Compare the students’ ideas with the flowchart on page 20. Point out the words that describe actions. (“chopped”, “melted”, “made”, “used”) *What do you notice about these words? (past tense) How else can you transform plastic?*

SUM **Pages 22 and 23 – (Summarising the main ideas)** Explain that the author summarises the key message on the final page. *What is the author’s key message? (You can help planet Earth by thinking carefully about what you throw away.)* Discuss how the students could implement this message. Have them read the glossary. Explain that reading the glossary helps them to confirm their understanding of words. *Why is the glossary on paper that looks torn? (to reinforce the concept of trash and recycling)* Have the students find other examples of torn paper in the book.

Page 24 – Discuss the purpose of an index (to enable the reader to cross-check and gather more information). *Do all books have an index? (only non-fiction books)* Explain that the students will be making a graphic organiser to show how aluminium, plastic, glass, and paper are recycled. *Where in the book will you find information?* Have them use the index to find the page numbers for each.

Vocabulary activity

Focus word: treasure (page 3)

1. Turn to page 3 and read aloud the second sentence. *Do you see a pile of rubbish, or do you see treasure?*
2. Say “treasure” with me.
3. Explain that “treasure” means “something of great value”. This doesn’t always mean it is worth a lot of money. An item might be considered treasure by one person but rubbish by another. This is because the item may have sentimental value; for example, a locket that once belonged to a grandparent. An item can be considered valuable in many different ways.
4. Give examples to show how to use “treasure”.
 - *The pirates buried the treasure deep in the sand.*
 - *My best friend was moving away soon, so I treasured every moment we had together.*
 - *My grandma was pleased when I cleaned her kitchen. “You are a treasure!” she said.*
5. Have the students do the following activities:
 - Draw a picture of two things they consider treasure. *If you had to give one away, which would it be? Why?* Have them share with a partner.
 - Imagine they have found a treasure chest. Have them draw a picture of it, including the items inside. Have them describe to a partner where they found it and what is inside.
 - Have the students put some items they treasure into a paper bag or a box. They can take the items out one by one and explain why they treasure them.
6. *What is the word we’ve been learning that means “something of great value”? Say “treasure” with me.*

ELL activity

Language objective: Word study – prefixes

- Read page 6 together. Write “resources” on the board.
- Ask the students to read it aloud.
- Underline “re”. Ask the students to read the rest of the word (sources).
- Explain that the word starts with a prefix. The prefix is “re” and this part of the word means “back” or “again”.
- *Let’s say that together. The prefix “re” means “again”.*
- *If the beginning of the word means “again”, what does “resources” mean?*
- Support the students to understand that “natural resources” are things that we can use again and again.

- Provide the students with other examples of words with the “re” prefix (rerun, replace, retell, rewrite, redo, repack, rerun). Write “replay” on the board. *Now that we know what “re” means, what does “replay” mean?*
- *Today we have learned about the prefix “re”. What does it mean? Let’s say it together.*

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising initial blends “str” and “thr”

- Explain that these blends have three letters. Model the sounds.
- Ask the students to identify words in the text that have these sounds. (“throw” – pages 4, 5, 12; “strong” – pages 7, 8, 17)
- List other examples of “str” and “thr” words. (throat, three, thread, throne, throw; straight, stranger, strap, straw, strawberry, stream, string, strike). Put them on the word wall.

Practise punctuating sentences

- Discuss the question mark (?), the exclamation mark (!), and the comma (.). Explain that:
 - a question mark indicates a question
 - an exclamation mark indicates excitement, surprise, or shock
 - a comma indicates a pause in a sentence or between items in a list.
- Write the three symbols on the board and the sentences, “Do you see rubbish or do you see treasure” and “Then we can transform it” (without punctuation). Ask the students to identify the missing punctuation. Ask them to explain why each mark is needed. Add the marks in a different colour.

BLM – Practising punctuating sentences

Have the students read the sentences and add punctuation marks. They can write two sentences using a question mark and an exclamation mark.

b. Comprehension activity

Explain that the book promotes recycling. It is up to each of us to help out. The book is divided into sections to explain how and why we should recycle each material. Explore each section in detail. Help the students to identify the main ideas.

BLM – Summarising using a graphic organiser

Have the students reread the book. On the graphic organiser, they can list the ways that glass, paper, aluminium, and plastic are recycled. They can write a sentence that states the main idea.

c. Writing activities

Have the students:

- list some things they can recycle
- make a poster encouraging people to recycle
- write about an object they treasure, explaining what it is, how they got it, and what it means to them.

3. Suggestions for further activities

- Visit a recycling depot.
- Use the Internet to find out more about recycling.